COLLEGE *of* EDUCATION
PIEDMONT UNIVERSITY

EDS 8830 Foundations of Learning and Cognition

College

College of Education

Section

AGES1

Term

2023SP

Class Time & Place

Canvas

Campus

Online

Prerequisites

Admission to the EDS Program

Course Description

This course is designed to introduce candidates to foundational concepts of educational psychology. This course provides an overview of theories and principles related to the cognitive, motivational, and socio-cultural factors that influence student learning in classroom contexts. Topics such as development, cognition, individual and group differences, motivation, and affect are examined. Classroom applications and implications are introduced.

Credits

3

Instructor

Kathy Breithaupt, Ph.D.

Email Address

kbreithaupt@piedmont.edu

Office

online

Phone

706-244-4495

Office Hours

Hours by appointment. I will be available by appointment and can be reached by phone, email, or Zoom.

kbreithaupt@piedmont.edu   706-244-4495

Textbooks and Class materials

Ormrod, J. E. (2020). Human Learning (8th ed.) Pearson Education, Inc. ISBN-13: 978-0134893662; ISBN-10: 0134893662. Additional resources such as chapters from books, PDF articles, podcasts, and videos are provided on the Canvas site to

support learning and discussions.

Student Learning Outcomes

Upon the completion of this course, students will be able to:
1. Identify foundational concepts and perspectives of learning, cognition, and motivation.
2. Explain foundational concepts of learning and cognition and how they apply across classroom practices and experiences.
3. Apply foundational concepts of learning and cognition research and practices to better understand how to meet students' diverse needs.

Educational Technology Requirements

Online/Hybrid

Minimum technology requirements for online and hybrid courses may be found at the following URL: https://www.piedmont.edu/academics/technology-requirements/.

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance.

Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

A	100%	to	90%
B	less than 90%	to	80%
C	less than 80%	to	70%
D	less than 70%	to	60%
F	less than 60%	to	0

Grading System

GRADING SCALE

A 90-100% Work meets standards of excellence

B 80-89% Work exceeds acceptable standards

C 70-79% Work meets acceptable standards

D 60-69% Work does not meet acceptable standards

F 0-59% Not acceptable

Assignment	Due Date	Percent of Grade
Module activities	Weekly	30
Practice quizzes	Weekly	0
Exams	Midterm October 4 Final November 15	50
Special Topic Project	November 29	10
Program Requirements (Program Outcome Reflection Log)	December 6	10

Student Responsibility/Agreement	First week of class	0
TOTAL POSSIBLE		100

Attendance

This is an asynchronous course. Therefore, attendance is determined via assignments that are thoughtfully and fully completed and submitted by the deadline as noted on the Canvas site. Due dates are included in Canvas. Please alert the professor if you have a health, work, or personal issue that might prevent you from meeting assignment deadlines.

Class Policies

Seat Time Requirements

150 minutes of documented "seat time" (beyond required reading) per week is mandated for hybrid and online 15-week courses. This 3-hour course thus requires a total of 2,250 minutes of seat time.

Active Participation

Active participation in this class means that you agree to take part in a democratic classroom that involves shared decision making and contributing to creating an energetic and productive environment that encourages discussion and exploration of different ideas and perspectives. This means you will:

- · prepare for classes by reading the text and/or other assigned readings;

- · take active part and contribute significantly during class discussions and activities;

- · be attentive and respectful of peers and the professor in your submission of discussions, dialogue, and presentations.

- · submit all assignments on time.

Make-up Policy

Late Work Policy

This is an advanced graduate level course. I therefore expect you to plan your time wisely and submit your assignments on time and following the communicated guidelines.

Late assignments will receive a deduction in points and will not be accepted once 3 days have passed from the submission deadline.

Make-Up Policy

This course does not have a make-up policy. Please complete assignments in a timely manner.

Course Outline/Schedule

Each week, you will have one module to complete. You will need to schedule your time wisely, making sure that you have time to complete assigned readings and assignments.

COURSE SCHEDULE

Optional Zoom: Monday, Jan. 9th – Introduction to your Asynchronous class – 6 pm
https://piedmont.zoom.us/j/97727240900

Session	Module	Strand	Topics	Readings & Materials*	Assignments

Module 1 **Assignments Due 1/15**	**Start Here**	**Orientation**	**Course Introduction** Meet Your Instructor Syllabus, Discussion Guidelines, Piedmont Policies	Course Syllabus	Introductions Course Responsibility Agreement
	1	**Introduction to Learning**	**Introduction to Human Learning** Perspectives on Learning Learning and the Brain	Ormrod Ch. 1-2 Practice Quiz Ch 1 Practice Quiz Ch 2	Connections 1
Module 2 **Assignments Due 1/22**	2	**Behaviorist & Observational Perspectives**	**Behaviorist Principles & Theories** Classical Conditioning, Operant Conditioning, Punishment **Applications of Behaviorist Principles** Classroom Management, ABA, PBIS, Instruction and Assessment	Ormrod Ch. 3-4 Practice Quiz Ch 3 Practice Quiz Ch 4	Connections 2
Module 3 **Assignments Due 1/29**	3		**Social Cognitive Theory** Modeling, Self-Efficacy, Self-Regulation	Ormrod Ch 5 Practice Quiz Ch 5	Connections 3 Begin planning and working on Field Experience due Module 10

Module 4 Assignments Due 2/5	4	Cognitive Perspectives	**Introduction to Cognitive Perspectives** Nature of Human Memory	Ormrod Ch 6 Practice Quiz Ch 6	Connections 4
Module 5 Assignments Due 2/12	5		**Long-Term Memory Storage & Retrieval Processes** Factors and Processes for Promoting Long-Term Memory Storage	Ormrod Ch 7 Practice Quiz Ch 7	Connections 5
Module 6 Assignments Due 2/19	6		**The Nature of Knowledge** Kinds of Knowledge, Memory as Network, Schemas and Scripts, Worldviews	Ormrod Ch 8 Practice Quiz Ch 8	Connections 6
Module 7 Assignments Due 2/26	7		**Midterm** Multiple Choice Exam (Chapters 1-8) *You can work ahead to Modules 8-9, but I recommend completing the Midterm Exam as soon as you can.		**Midterm Exam**
Module 8 Assignments Due 3/5	8	Developmental & Contextual Perspectives	**Cognitive-Developmental Perspectives** Piaget's Theory, Neo-Piagetian Theories **Sociocultural Theories** Vygotsky's Theory	Ormrod Ch 9-10 Practice Quiz Ch 9 Practice Quiz Ch 10	Connections 7
Module 9 Assignments Due 3/12	9		**Contemporary Contextual Frameworks** Embodiment, Emotional Contexts, Physical and Social Environmental Contexts, Cultural Contexts, Societal Contexts	Ormrod Ch 11 Practice Quiz Ch 11	Connections 8

Module 10 **Assignments Due** **3/19**	10		**Metacognition, Self-Regulated Learning, and Study Strategies** Metacognition, Effective Learning and Study Strategies, Epistemic Beliefs	Ormrod Ch 12 Practice Quiz Ch 12	Connections 9 **Field Experience Report** **Field Experience Reflection Log**
Module 11 **Assignments Due 3/26**	11	**Complex Learning and Cognition & Motivation**	**Transfer, Problem Solving, and Critical Thinking** Types and Theoretical Perspectives of Transfer and Problem Solving, Facilitating in Instructional Settings **Learning & Technology** Using Technology to Promote Learning, Individual Instruction with Technology, Learner-Directed Digital Environments, Simulations	Ormrod Ch 13-14 Practice Quiz Ch 13 Practice Quiz Ch 14	Connections 10
Module 12 **Assignments Due** **4/2**	12		**Basic Concepts & Principles in Human Motivation** Effects, Fundamental Human Needs, Individual Differences, Creating a Motivational Environment	Ormrod Ch 15 Practice Quiz Ch 15	Connections 11

Module 13 Assignments Due 4/9	13		**Final Exam** Multiple Choice & Short Essay Exam (Chapters 1-15) **Special Topic Projects** Independent work on Special Topic Project	Readings related to Special Topic Project	**Final Exam**
Module 14 Assignments Due 4/16	14	**Special Topics**	**Special Topic Projects** Independent work on Special Topic Project	Readings related to Special Topic Project	**Special Topic Project**
Module 15 Assignments Due 4/23	15		**Special Topic Presentations & Course Wrap Up** Peer Review of Special Topic Project Field Experience Reflection Program Outcome Reflection Course Evaluations	Peer Review of Special Topic Projects	**Program Outcome Reflection Log** Course Evaluation

Department Assessment

You will need to compile all of your Field Experience Reflection Logs into one document to meet program requirements.

Field Experience Report:

Report and reflect on one's field experience by connecting new understandings developed in coursework to authentic school-related contexts.
Candidates are responsible for completing the minimum requirement and for documenting at least one field experience in each of the three grade ranges (P-5, 4-8, and 8-12). Failure to complete a minimum of 20 hours may delay the completion of the program.

Field Experience Reflection Log:

Report and reflect on one's field experience by connecting new understandings developed in coursework to authentic school-related contexts.

You will need to compile all of your Field Experience Reflection Logs into one document to meet program requirements. (see Canvas)

Program Outcome Log and Reflection:

Following each course, you will start this process by considering the sum of your experiences in the classroom, in discussion with peers, readings, and field experiences. Based on those, you will choose a minimum of two of the six PROGRAM OUTCOMES, and compose structured reflections that connect your experiences in the course to your gradual mastery of those outcomes. (see Canvas)

Piedmont Policies

Non-Discrimination Policy: It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

Piedmont University adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

The Learning Center exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, writing, and more. All tutors have excelled in the subjects that they help support and tutors are trained in the art of tutoring. Tutoring sessions and athletes in the Study Hall are monitored to provide the individualized attention our students need to achieve their personal best. We offer support by appointment in Starfish and walk-in availability is provided on a first come first served basis. For more information, please contact Oliver Howington ohowington@piedmont.edu or call 706-778-8500, ext. 1176 or visit: https://www.piedmont.edu/learning-center.

Piedmont University strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **O**ffice of **A**ccessibility, **R**esources, and **S**ervices (OARS) to initiate a conversation with our Director of Compliance, Equity, and Inclusion, Courtney Snow, about your options. Please know that accommodations are not retroactive, so avoid any delays. Contact Courtney Snow. at csnow@piedmont.edu or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: https://piedmont-accommodate.symplicity.com/public_accommodation/. If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: https://piedmont-accommodate.symplicity.com/students

Statement on Academic Integrity: Students must be familiar with the university academic integrity policy. Plagiarism and other violations of this policy will not be tolerated. Instructors must send any academic integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See catalog at https://piedmont.smartcatalogiq.com/ for complete policy.

Directives on Completion of Student Work: Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

Student Email Policy: All Piedmont University students are required to use their Piedmont Lions email account (see Catalog at https://piedmont.smartcatalogiq.com/ for complete policy). Since the Lions account is an official communications channel of the university, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

Withdrawal Policy: Within the first several days of a term, students may add and drop courses with the permission of their advisor. The ranges for drop/add vary depending on the term (Fall, Spring, or Summer) and duration of the class (8 week or 15 week). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the university catalog at https://piedmont.smartcatalogiq.com/ for the particulars regarding the withdrawal policy.

Excused Absence Policy: Student absences for university-sanctioned events are generally considered excused absences because they are supportive of the university program. However, there are exceptions to the policy as noted in the University catalog. When absences are excused, instructors must allow students to make up any work that has been missed. Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. See full policy in the University catalog at https://piedmont.smartcatalogiq.com/.

Starfish®*:* We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful. In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly

connect to many resources using Starfish. We hope you will choose to use the tool to support your success. You may access Starfish at https://piedmont.starfishsolutions.com/starfish-ops/support/login.html?tenantId=9379.

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Accessibility and Accommodations: It is the university's goal that learning experiences be as accessible as possible. Should you choose to disclose a disability, contact your professor and the Office of Accessibility, Resources and Services (OARS) so that possible accommodations can be discussed. Accommodations are designed to minimize the impact of a disability and ensure access to programs for all students with disabilities. Piedmont University, professors and staff make every effort to provide reasonable and appropriate accommodations. The Coordinator of OARS can be reached at OARS@piedmont.edu or 706-778-8500, ext. 1504.

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College of Education Social Justice Statement:

All are welcome as we strive to learn together, regardless of ability status, affectional orientation, age, color, ethnicity, gender expression, gender identity, marital status, nationality, political ideology, race, religious beliefs, sex, sexual orientation, spiritual beliefs, socioeconomic status, or veteran status. It is important that professors and students all strive to maintain an environment (online and in-person) in which all individuals receive respect, acceptance, positive regard, and the opportunity to safely develop and exchange ideas. We must acknowledge diverse world views and celebrate our rich differences. As educators, our ability to respect, support, and celebrate our differences has a profound impact on our daily interactions with our students and our classrooms. To support a safe and welcoming environment in our classrooms, Piedmont University College of Education professors will seek to promote fairness, empowerment, and advocacy for each student.