



Course Syllabus

2022-2023

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EDS 8830 Foundations of Learning and Cognition**College**

College of Education

Section

AGES5

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

Kate Hobgood, PhD

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Office HoursBy Appointment, Weekdays – Schedule Zoom office hours using this link: <https://calendly.com/katehobgood/officehours>**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

Assignments are weighted by group:

Group	Weight
Module Activities	30%
Practice Quizzes	0%
Exams	50%
Project	10%
Program Requirements	10%
Student Responsibility Agreement	0%
Total	100%

Grading Scale

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

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

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.

Academic Integrity

Students at Piedmont College are expected to abide by the Piedmont Academic Integrity policy as outlined in the current Piedmont catalog. The policy may be seen below. Students who do not abide by this policy will receive a zero for the assignment and will be referred to the Dean of the School of Education for further action.

Piedmont Academic Integrity Policy: "In accordance with the mission statement at Piedmont College, it is the responsibility of each member of the Piedmont community to promote an atmosphere of academic integrity and an understanding of intellectual honesty that adheres to the highest standards of professional and personal conduct.

To protect intellectual and scholarly integrity, the College imposes strict penalties for academic dishonesty, which is defined as follows.

Cheating — intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

Fabrication — intentional and unauthorized invention or falsification of any information or citation in an academic exercise or altering official college records or documents.

Deception – intentionally providing false information to an instructor or other academic administrator about an academic matter in order to achieve an unmerited advantage.

Facilitating academic dishonesty — intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism — intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Collusion – intentionally working in collaboration with others on an assignment intended to represent a single student's work; or, improving or editing another's completed work to the extent that the nature and quality of the original work is significantly altered.

Examples of Collusion

Collusion occurs when work presented as a students' individual work has been intentionally developed with the assistance of others. Absent specific authorization from the course instructor, each academic exercise or assignment is presumed to be prepared and submitted by one student acting individually and not together with others.

This doesn't mean that students can't study in groups and learn from one another, nor does it mean that students cannot ask for advice about how to accomplish an assignment from Academic Support or the Library. However, the result that is the required/graded submission must represent the student's individual thought and effort, unless the assignment was to produce a group's collaborative work.

Collusion	Cooperation
Planning a response together; copying a plan for an individual assessment.	Analyzing the assessment question together.
Paraphrasing someone else's assignment and submitting it as your own.	Practicing paraphrasing skills together and sharing tips.
Relying on some group members to do all the work.	Sharing work evenly among group members.
Getting someone else to do your assessment task.	Getting help from an academic support tutor
Remember, you are guilty of collusion when you are copying someone else's work or letting someone else copy your work.	

Collusion occurs when you work without the authorization of your instructor to:

work with one or more people to prepare and produce work

allow others to copy your work or share your answer to an assessment task

allow someone else to write or edit your work (an exception is receiving assistance from academic support or student success)
write or edit work for another student offer to complete work or seek payment for completing academic work for other students.

Examples of Deception

Giving a false excuse for missing a project deadline;

Claiming to have submitted coursework that one did not actually submit;

Taking an exam or submitting coursework on behalf of someone else, especially when using their personally identifying credentials to do so.

Forging an advisor's or instructor's signature on an academic form.

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**Module Dates, Topics, & Assignments**

This course begins Monday, January 9th. **Modules will run Monday-Sunday.** This means a module will begin on a Monday and all assignments are due the following Sunday 11:59pm.

Module	Topic	Required Assignments	Due Date
1	Introduction to Human Learning	Module One Connections	1/15
2	Behaviorist Principles, Theories, & Applications	Module Two Connections	1/22
3	Social Cognitive Theory	Module Three Connections (Begin planning and working on Field Experience due Module 10)	1/29
4	Introduction to Cognitive Perspectives	Module Four Connections	2/5
5	Long-Term Memory Storage & Retrieval Processes	Module Five Connections	2/12
6	The Nature of Knowledge	Module Six Connections	2/19
7	Midterm	Midterm Exam	2/26
8	Cognitive-Developmental Perspectives & Socio-Cultural Theories	Module Eight Connections	3/5
9	Contemporary Contextual Frameworks	Module Nine Connections	3/19
10	Metacognition, Self-Regulated Learning, & Study Strategies	Module Ten Connections Field Experience Report Field Experience Reflection Log	3/26
11	Transfer, Problem Solving, Critical Thinking, & Technology	Module Eleven Connections (Begin planning Special Topics Project due Module 14)	4/2
12	Basic Concepts & Principles in Human Motivation	Module Twelve Connections	4/9
13	Final Exam & Special Topics Project	Final Exam Part One: MC Final Exam Part Two: Short Essay Work on Special Topics Project	4/16
14	Special Topics Project	Special Topics Project	4/23
15	Special Topics Presentations & Course Wrap Up	Program Outcome Reflection Log Course Evaluation	4/30

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 **Office of Accessibility, Resources, and Services (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>.

Piedmont University Library is dedicated to the success of our on- and off-campus students. The Library's website (<https://library.piedmont.edu/home>) offers the fastest, simplest solution to finding the authoritative sources you need: journal citations and full-text articles, access to books and eBooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: speedy assistance is available via chat or email with the Ask a Librarian service.

Additional Information

WORKING ASSUMPTIONS

#1. Together, we all come from **different** educational and life experiences shaped by social, cultural, racial, gendered, and economic stories. In this class, we will **respect** each other's words, ideas, and contributions and challenge our own **beliefs** and **positionality** in educational research. Creating a safe and inclusive environment will be key to taking risks this semester as you try on the role of being a qualitative researcher.

#2. As advanced graduate students and emerging scholarly practitioners, I assume you are here more for the **learning process** than to earn a grade. You will find, in this course, that I am more interested in your level of engagement with the material than mastery of the concepts. I will encourage you to **take risks**, **reflect critically**, and **challenge** yourself to embody a scholarly practitioner.

#3. We are here for a positive and **rigorous** educational experience. We have a lot of material to cover in a short amount of time, as the field of qualitative research in education is vast and difficult to encapsulate in just one semester. I designed the course so that our in-person time fosters dialogue, collaboration, and supporting one another as emerging scholarly practitioners engaging in qualitative research. **You will need to plan your time wisely** to complete all the required reading, which is a lot, prior to each class.

#4. I, as the instructor, believe that **learning is always an interactive process**. As the field of educational research continues to grow, I do not claim to be all-knowing of everything. I spent six years as a high school math teacher in public, private, and charter schools, and I've worked with a variety of adolescent populations. My current research practices engage in a variety of qualitative methodologies and practices. Although I may sometimes share my own experiences, my experiences do not represent the entire population of educators or researchers.

COE 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.