

ALD 320: COGNITION, HUMAN LEARNING, AND MOTIVATION
Tuesdays and Thursdays, 9:30 AM – 11:00AM, SZB 435

Instructor: Angela Richards, PhD

Office: SZB 506B

Phone: 512-471-0381

Email: abrichards@austin.utexas.edu

Office hours: Tuesdays 10:45am-11:45am

and by appointment

Course objectives: The purpose of this course is to give you a solid foundation in theories of learning and motivation that inform learning and teaching strategies. When you have completed the course, you should be able to:

1. discuss and apply the various theoretical perspectives
2. recognize examples of the theory in everyday instructional practice
3. relate them to yourself as a learner through examples and scenarios
4. relate them to your future professional work even if it's not in education

The semester will be cover three units devoted to the following topics:

Unit 1 – cognition and memory, teaching concepts and information

Unit 2 - socially-based learning, development, and self-regulation skills

Unit 3 - motivation and behavior management

Each unit will be evaluated by reading assessments, daily activities, applications, and an exam. You will work individually and in groups throughout the semester.

NOTE: This syllabus is subject to change.

Website and Communication: This course has a Canvas site associated with it.

<http://canvas.utexas.edu/>

You are responsible for keeping up with information and communication via Canvas.

Canvas will be used to post announcements, files, assignments, supplementary materials, and lecture slides. Canvas allows me to email the whole class and to have announcements and assignment reminders posted to your page, so be on the lookout for messages from us on occasion. Please check which email address is being used by the University for you. If you have problems with computer access, please let me know so I can make other arrangements.

Required Text: Ormrod, J. (2016). *Human Learning*, 7th edition. Copies are available at the Co-Op and on Amazon.

You may also use the 6th edition. However, there is a slightly altered organization from the 6th to 7th editions. Below is a list of corresponding chapters that will come in handy when figuring out what to read each week based on my reading list calendar (below).

Chapter in 7 th Edition	Chapter in 6 th Edition
1	1
2	2
3	3 & 4
4	5
5	6
6	7
7	8
8	9 & 11
9	10
10	12
11	13
12	14
13	15
14	16
15	17

ELEMENTS OF THE COURSE

Overview of course activities: This class heavily relies on collaborative group learning. As such, you will be assigned to small groups by the second week of the semester. Most class days will involve you working in your group to do in-class activities that will expand on the basics from the readings and prepare you for the exams. It is expected that readings will be completed before class for the topic scheduled. For each topic, Tuesdays will often start by asking students to check their understanding of the reading (reading assessments) and apply the assigned readings (in-class activities). The remaining part of Tuesday and all of Thursday will be spent discussing and applying content as a group with an interactive lecture on the material of focus. Some class periods will be devoted to more in-depth application of theories using design scenarios.

Evaluation procedures: You can demonstrate your efforts and learning in the class and earn credits toward your final grade on a variety of assignments.

Reading assessments will be held in class (24 points - see course schedule). These will be at the beginning of class so please arrive promptly. Once you begin an online “reading assessment” you have 10 minutes to complete it. Each reading assessment is worth 3 points. You have 10 opportunities throughout the semester. I will keep your **eight** best scores (drop your lowest two scores). You will debrief with your group directly following each reading assessment so arrive on time.

Why study for “reading assessments”?

1. You will come to class better aware of what you do or don’t understand and can be ready to ask questions.
2. You will become an active participant in your learning rather than a passive vessel waiting to be filled.

3. You will be ready to do extension activities in class, and so will learn more and better remember the applications.

In-class (and perhaps a few out-of-class) activities help by thinking about, comparing, and analyzing examples. Active practice is an excellent way to learn new material. To help you do this, I will have small in-class groups in which you can work cooperatively to generate examples and applications of the material to submit for credit. There will be at least 13 in-class (and/or a few out-of-class) activity opportunities. Each set of activities is worth 3 points. I will keep your highest 12 scores for a total of 36 points.

Because there are plenty of opportunities to complete the reading assessments and in-class activities, there will be no make-up quizzes or in-class activities.

Application assignments, 3 opportunities, but only complete one, worth 24 points or 8% of your overall course grade. These will be individual, out-of-class assignments (due Feb. 28, April 11, and May 2). Examples of the types of assignments you will receive include analyzing a classroom scenario, analyzing yourself as a learner, or designing a learning opportunity that illustrates a unit's topic.

Group design a class, 3 total, worth 23 points each (69 points total) and altogether, 23% of your overall course grade. These are group assignments, one per unit (Feb. 19, March 26, April 30), that require application of that unit's material. Points are available only to people in attendance on the application day. If you are absent on one of these days, please let me know you will be absent as soon as possible. If you have a University excused absence, you will do the assignment by yourself to get credit. Specific instructions for the activity will be given in class the day before the activity day so that students may prepare individually before working together.

Unit exams, 3 total (Feb. 21, March 28, May 9), worth 45 points each (135 points total) and altogether, 45% of your grade. Exams will consist of a mix of applied multiple-choice items and short answer items. There are only make-up exams for University excused absences and the format of the make-up exam will be different than the in-class unit exam. You must let me know as soon as possible if you will miss an exam (please send an email and discuss it with me).

Grades will be distributed according to the following scale:

Final Letter Grade	Percentage
A	93.5-100
A-	89.5-93.4
B+	86.5-89.4
B	82.5-86.4
B-	79.5-82.4
C+	76.5-79.4
C	72.5-76.4
C-	69.5-72.4
D+	66.5-69.4

COURSE EXPECTATIONS

Participate

This course is helpful to you as a learner so take responsibility for your learning and engage the process. Be reflective as you read materials and complete activities. In-class activities are designed to maximize the value of our time together and leverage the educational benefits of having peers to learn alongside, so come prepared and contribute to the learning experience during class.

Stay up-to-date

Unless otherwise stated, all readings, class materials, supplemental resources, grades, emails, and announcements will be posted on the course Canvas site. **You are responsible for keeping up with information and communication via Canvas.** I recommend 1) bookmarking the course site for easy access, and 2) updating your notification preferences in your settings for this Canvas course so you can receive announcements and important information regarding this course in the most timely, reliable, and convenient way possible. However you decide to set it up, check for announcements and messages frequently.

Treat others with respect

Our class sessions are a time and place for learning. Behaving respectfully toward everyone in the class means engaging the learning activities at hand and refraining from doing anything not directly related to them (e.g., studying for other classes, wearing headphones or ear pieces, checking email, using cell phones, carrying on side conversations, etc.).

Communicate with me

I am here to guide you to success in this course. If you have questions or concerns about the course, need some help with a difficult concept or assignment, I am always willing to listen

and do what I can to help you. Don't wait until it is too late to seek help! You can come during my office hours, or arrange a separate meeting if that time is not available for you. I typically do not respond to emails between the hours of 6pm to 8am.

UNIVERSITY POLICIES

University Code of Conduct

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:

http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. All of us benefit from support during times of struggle. You are not alone. If you or anyone you know

experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

CARE Counseling is a program through the UT Counseling and Mental Health Center. It is common to need support when dealing with feelings and problems that seem beyond your control. CARE Counselors are available to help with a variety of issues that may serve as a barrier to your academic success. Your CARE Counselor if you are in the College of Education is Danie White, LPC, LMFT. Her office is in the George I. Sanchez Building, SZB 212E. To schedule an appointment, call 512-232-6862 and ask to schedule a CARE appointment. If you leave a voice mail, please include your name, EID, and contact number. Walk-in hours are also available. You will check-in at the College of Education's Student Division in SZB 216, and they will let Danie know you're waiting. All services are confidential. None of your information will be shared without your written consent.

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns. The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767,

<http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

SUPPORT RESOURCES

Canvas Support: Student Tutorials: <http://edutech.ctl.utexas.edu/students/>

If this is your first time using Canvas as a Learning Management System, you may find these guides helpful.

Technology Support & Equipment Check-out (SZB 536):

<http://www.edb.utexas.edu/education/ito/services/checkout/>

The College of Education has equipment, including laptops, available for check-out upon approved reservation. The Information Technology Office (ITO) desk is also available to help answer any basic technology questions you have.

Undergraduate Writing Center (FAC 211): <http://uwc.utexas.edu/>

The Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Their services are not just for writing with “problems.” Getting feedback is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant’s advice.

Sanger Learning Center (JES A315A) <http://www.utexas.edu/ugs/slc/support>

Sanger Learning Center’s resources can help you achieve your academic goals. Visit their office or website to learn how to:

- get help with course content (e.g, drop-in and by-appointment tutoring, free refresher classes, etc.)
- improve your study skills (e.g., access helpful information, meet with an academic coach, attend workshops, etc.)
- attend course-specific study groups (e.g., supplemental instruction, peer-led study groups, etc.)

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

COURSE SCHEDULE AND READING LIST

Date	Tuesday	Thursday	Readings
Week 1 Jan. 22 & 24	Intro to course Complete Student Info Survey	What is learning? Ch. 1	Ch. 1: pp. 1-11 by Thursday
Week 2 Jan. 29 & 31	How do we know stuff? What is memory? In-class reading assessment	Extension, review and activities	Ch. 6 pp. 144-147; 153-161 ("Basic assumptions in cognitive perspectives" and "Verbal learning research" to end); Ch. 7
Week 3 Feb. 5 & 7	How do we store information? How do we retrieve information and why do we forget? In-class reading assessment	Extension, review and activities	Ch. 8
Week 4 Feb. 12 & 14	The nature of knowledge How do we teach using concept learning? In-class reading assessment	Extension, review and activities	Ch. 9
Week 5 Feb. 19 & 21	<i>Group Design a Class: applying cognitive theory to teaching a concept</i>	EXAM 1	No readings
Week 6 Feb. 26 & 28	Regulating our own learning and transferring what we know to new situations. In-class reading assessment	Extension, review and activities Application assignment opportunity #1 due	Ch. 12 (all) & 13 pp. 383-393; 408- 416 only (sections on transfer and facilitating transfer)
Week 7 Mar. 5 & 7	Learning from others and self-efficacy In-class reading assessment	Extension, review and activities	Ch. 5
Week 8 Mar. 12 & 14	Cognitive development and learning in context In-class reading assessment	Extension, review and activities	Ch. 10 & 11
Mar. 19 & 21	SPRING BREAK!		
Week 9 Mar. 26 & 28	<i>Group Design a Class: applying social and contextual theories</i>	EXAM 2	No readings

Date	Tuesday	Thursday	Readings
Week 10 Apr. 2 & 4	Motivation: Basic needs and emotions In-class reading assessment	Extension, review and activities ONLINE CLASS	Ch. 14
Week 11 Apr. 9 & 11	Cognition and motivation – Interest, Expectancy/Value, Goal orientations In-class reading assessment	Extension, review and activities Application assignment opportunity #2 due	Ch. 15 pp. 460-474 (sections on interest, expectancies, values, and goals)
Week 12 Apr. 16 & 18	Cognition and motivation – Attributions and links to self-regulation In-class reading assessment	Extension, review and activities	Ch. 15 pp. 475-501 (all other sections)
Week 13 Apr. 23 & 25	Classroom management; SEL In-class reading assessment	Extension, review and activities	Ch. 3 & 4
Week 14 Apr. 30 & May 2	<i>Design a Class: applying motivation & behavior management; End of Semester Surveys</i>	Course Integration; Review for Exam 3 Application assignment opportunity #3 due	No reading
Week 15 May 7 & 9	Course Integration; Review for Exam 3	EXAM 3	No reading